



University of Wisconsin-La Crosse
School Psychology Newsletter

Spring 2020 • Volume 42, No. 1

From the Director's Desk

by Dr. Rob Dixon

Greetings!

To say that this year has been unlike any other in our history goes without saying. First, we said goodbye to Teresa and her retirement from work to the activities of sewing, grandbabies, and gardening among many other things. She has been the institutional face of school psychology for so many years. If you were not able to share in her retirement festivities in the fall, we can certainly pass along any notes in the future. With Teresa's retirement, we have been able to hire someone new that I am sure you will be hearing from in the future – Taylor Wirkus. Taylor has jumped right in and made a positive impact in the front office. In fact, one of her many tasks is to get this newsletter out to all of you! Future updates can continue to be funneled to Taylor and we can make sure we keep our alumni list updated.

March saw the surging of COVID-19 and the resulting closing of many districts as well as the University. With the "Safer at Home" order for Wisconsin, we were given a day or two to collect what we may need for the foreseeable future to set up offices at home. While we did



not know that this was going to turn into a longer haul than expected, the prospect of teaching all the classes online with

little to no prep time was daunting! Hats off to my colleagues for putting together a strong finish to the semester. The greatest concern was the practicum and internship opportunities for the students. Without a school to physically be at, how could the students continue? I am pleased to report many students were able to continue in some form supporting the schools they were in and we came up with a number of professional development opportunities with the help of the larger school psychology community. It was great to see the Graduate Educators from many institutions come together virtually to offer opportunities and resources for students across the country. I'm not sure what the fall will bring, but as I have told students, we will be flexible and work with the schools where we can to get them the best possible training and experiences. It is obvious to me that the mental health of children and adolescents is going to be critical for society to move beyond these last few months.

Despite the impact of COVID-19, this spring saw us cap a minor curriculum revision. We decided to expand the mental health and social justice constructs through two important modifications. To begin with, we looked at the current curriculum and sought to infuse mental health constructs. For example, while the first class that I taught students (SPY 751) included mental health, it was not listed in the description and we wanted to change that. Other courses were also changed to reflect this desire to

(Dixon, "From the Director's Desk" continued from p. 1) have more mental health infused. We also wanted to include social justice concepts as that has been a growing interest in the field. Again, while it was included in some classes (e.g., SPY 700), we needed to expand it to others. We created a new class (multicultural psychology) in order to ensure the micro-counseling skills were given



Second-year graduate students traveled to Milwaukee, WI to learn more about diversity and cultural competence.

adequate attention in the counseling sequence. After reviewing the scope and sequence and listening to student feedback, the reading class was dropped. Much of this content is contained within SPY 751 and SPY 752 plus the role in the schools has seen an increase in interventionists to keep the school psychologist focused on mental health. We believe these changes will keep our graduates in tune with the shifting demands of the field.

May brings us the retirement of Dr. Betty DeBoer after 23 years teaching students in the school psychology program here at UWL. While we were in the initial stages of planning her send off, COVID-19 brought a quick end to any gathering. We hope to be able to get together in the future to acknowledge her impact to the program and to the students. Please take a moment to read Jenna Sether's article in this newsletter that talks about Betty's career and her impact to numerous cohorts of students. We have been interviewing candidates to fill her position. I hope to be able to announce that a successful candidate has been found in the near future.

As the year ends, I know that there have been many sacrifices made to continue to meet the needs of children and adolescents. Whether it has been juggling home and work responsibilities to stepping up and helping on the front lines, I certainly appreciate everyone going above and beyond to keep things going for so many people. We do not know what the future holds or how we will put COVID-19 in the rearview mirror, but I wanted to say that I appreciate all of the challenges and sacrifices people have made in the past few months. I do know that society is different today than it was in January and I hope, with the help of everyone coming together, we can be stronger in the future.



Volleyball game – UWL School Psychology (SPY) Class of 2020 vs. Class of 2021

WSPA 2020 Reflections

by Hannah Salzseider, Class of 2021

In the Fall of 2019 and Spring of 2020, graduate students and faculty had the opportunity to engage in some professional development as well as a little bit of fun while attending WSPA's biannual conferences. In the Fall, students and faculty traveled to Eau Claire's Metropolis Resort and learned about topics that included, but were not limited to: mindfulness, psychopathology in children, social justice, crisis response, and interventions. In the evenings, after an enriching day of learning, students took to the waterslides and hot tubs in the waterpark before heading to a social where they met and mingled with other school psychology graduate students in the state. UWL

left the Fall conference looking forward to what professional development and memories the Spring WSPA conference would bring.

In the Spring, students and faculty traveled to the Wisconsin Dells to embark on another journey of professional development. The sessions students and faculty spent their time at focused on psychologists as mental health providers, social justice, reading interventions, Wisconsin DPI updates and more. During the day, second year students also had the opportunity to present their research posters.

By the evening, UWL students and yes, even the faculty, were ready to get on the dance floor! Students were

also eager to sing their hearts out for the highly-coveted WSPA Spirit Award. To compete for the Spirit Award, school psychology graduate student teams must create their own witty parody to a song or songs of their choice in order to have a shot at winning the trophy. The stakes were very high surrounding this award, with UWL coming in as the reigning champs four years in a row. Both the first-year cohort and the second-year cohort worked very hard at preparing their songs, and even their dance moves, to ensure they would not let our program down.



Second-year school psychology students pose with their hard-earned WSPA Spirit Award.

Some of the first-year graduate students pose with their pooches (because, sadly, they did not get a Spirit Award... there's always next year though!)

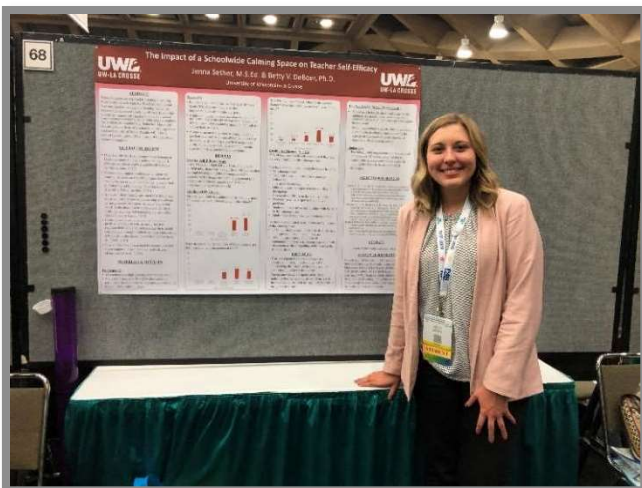


Jenna Sether: Outstanding Student of the Year

by Joel Delwiche, Class of 2020

At the Spring WSPA conference, UWL's very own Jenna Sether was presented the Elizabeth Woods Award to recognize her outstanding accomplishments as a school psychology graduate student. Of course, this was no surprise to her classmates and faculty at UWL, as Jenna continually went above and beyond the expectations of the program. She has had a far-reaching positive influence on the School District of La Crosse since being an undergrad student at UWL, working closely with Dr. DeBoer for multiple years on a variety of projects at an elementary school. For her capstone research project, Jenna helped develop a schoolwide calming space to help students regulate their behavior; this space was one which many teachers found beneficial. While doing these impactful and time-consuming things, Jenna has also excelled in the classroom and displayed a strong work ethic that has been contagious to her classmates.

Aside from being a model student, Jenna's classmates have cherished the opportunity to form friendships with her. Relationships among graduate students are undoubtedly the greatest part about UWL's program and Jenna's positive attitude and friendly personality have contributed to the tight knit second year cohort. This fall, Jenna will be serving Dickinson Elementary School and Heritage Elementary School in the Unified School District of De Pere. Everyone at UWL knows the district is super fortunate to have her and could not have thought of a more deserving recipient for the Elizabeth Woods Award.



Jenna Sether, Class of 2020, posing with the poster for her research project titled, "The Impact of a Schoolwide Calming Space on Teacher Self-Efficacy," at NASP's 2020 Annual Conference in Baltimore, MD.



Good work, Jenna! You are diligent and capable; two traits that will continue to serve you well out in the field. Thank you for the passion and positivity you bring to the program. We're proud of you!

Kayla Scheevel: UWL Graduate Student Academic Achievement Award

by Ashley Haut, Class of 2020

The UWL Graduate Student Academic Achievement Award recognizes graduate students who demonstrate scholarly accomplishment beyond the degree requirements. This includes a demonstration of academic and professional excellence in practicum, involvement in research, and leadership within the program. Four students from each college at UWL are chosen to be recognized at commencement, along with a \$500

scholarship. This year, Kayla Scheevel, a second-year student, received this award and scholarship. Kayla has exemplified the characteristics of this award throughout her time in graduate school, which has contributed to her overarching success in the school psychology program at UWL.

Kayla has demonstrated excellence both in and out of the classroom. Kayla not only excels in her personal learning and academics, receiving high marks on program requirements, but will go above-and-beyond to support fellow classmates in their learning as well. Kayla is a kind, supportive, and engaged peer that first and second year students, along with the professors, can trust and turn to in all situations. As a second-year graduate assistant, Kayla supported the first-year students in not only mastering their assessment skills, but also as a moral support system. Kayla has been an outstanding asset to UWL and is the basis of support for the current, tight knit second year cohort. On a personal note, Kayla has welcomed me into her family and has made graduate school an extremely positive and manageable experience for both myself and my cohort members. It's clear that Kayla will make a similar outstanding impact for her new students and staff members. I know I can speak for all of us involved in the program that we are ecstatic to see Kayla's impact and success as a school psychologist within the New Prague School District, knowing the large impact she made in her two years at UWL.



Kayla Scheevel, Class of 2020, posing with the school psychology sign in the hallway of UWL's Graff Main Hall.

Congratulations, Kayla! Your commitment to your classmates, coursework, and future career sets you apart. Time and again you demonstrate what it means to be adaptable, hardworking, and effective. Thank you. We're so proud of you!

UW-La Crosse School Psychology Leadership Award

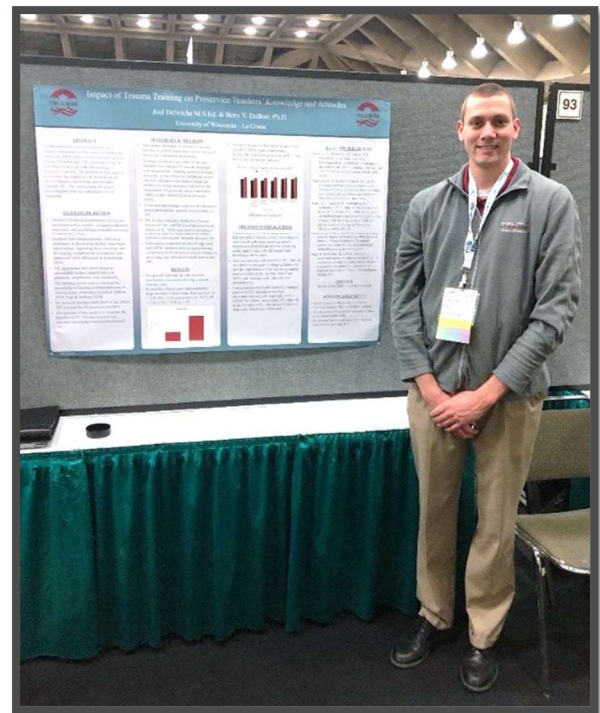
by Sierra Caine, Class of 2021



Kayla Scheevel, Class of 2020, outside Graff Main Hall

Every year, the UW-La Crosse School Psychology Leadership Award is awarded by students and faculty to one student who demonstrates positive leadership, scholarship, and a commitment to the ideals of the UW-La Crosse School Psychology Program through their practice in serving children, families, and school systems. This spring, we are excited to announce that this special recognition will be shared between two outstanding second-year students- **Kayla Scheevel** and **Joel Delwiche**. While Kayla and Joel have both excelled academically in the program and demonstrate a strong commitment to learning, they have also emerged as student leaders. They consistently demonstrate a willingness to help whether it be in their practicum placements, the graduate program, or supporting their classmates.

Next year, Kayla will be completing her internship with New Prague Area Schools, while Joel will be completing his with the Green Bay Area Public School District. We appreciate Kayla and Joel's contributions to the UWL School Psychology Program, recognize their accomplishments, and look forward to seeing the positive impact that they will have on the students, families, and schools that they serve through their professional practice.



Joel Delwiche, Class of 2020, with the poster for his research project, "Impact of Trauma Training on Preservice Teachers' Knowledge and Attitudes," at the 2020 NASP conference in Baltimore, MD.

Joel and Kayla, thank you for always going the extra mile. Your dedication and devotion to helping others are among the many reasons you both deserve this year's UWL School Psychology Leadership Award. Moving forward, we have no doubt that you will continue to lead and inspire others. Both of you are destined to do great things. We couldn't be prouder of you, Joel and Kayla!

NASP 2020 Convention in Baltimore

by Kayla Scheevel, Class of 2020

Attending the NASP 2020 Annual Convention was something we all looked forward to after all of the great things we had heard, and we were not disappointed! The convention contained so many sessions and activities



(From L-R): Ashley Haut, Jordan Jozefacki, Kayla Scheevel, Jenna Sether, & Courtney O'Brien

that we were frequently torn between two or three options that we were interested in. One of the highlights of the convention was having the opportunity to present our research posters! All twelve members of our cohort were accepted as presenters and were able to discuss the results of many months of research with other professionals who share our interests.

Although the convention was the primary focus of our trip, we were of course able to find time to see some sights, have some fun, and eat some delicious food! While in Baltimore we saw Camden Yards, enjoyed crab from the restaurant Oprah flies hers in from, and enjoyed a night at a dueling piano bar! Several of us also had a fun time navigating the city on rentable motorized scooters!

We all consider ourselves lucky to have been able to attend and present at the NASP convention this year. To help us be able to afford this opportunity we received a travel grant, poster grant, funding from the Psychology department, and held several different fundraisers. We are thankful to everyone who helped up reach the goal of attending the convention! We all look forward to our next opportunity to attend a NASP convention!



(From L-R): Jordan Jozefacki, Kayla Scheevel, and Ashley Haut



(Back, L-R): Dr. Betty DeBoer, Joel Delwiche; (2nd row, L-R): Kayla Scheevel, Jordan Jozefacki, Dr. Dan Hyson, Anthony Bacchi, Jenna Sether, Courtney O'Brien, Bobbi Jo Loomis, Dr. Rob Dixon, Ryan Kruser; (Front, L-R): Katie Fischer, Ashley Haut, Melissa Brant, Theresa Maurer



Photo of the twelve second-year students (the entirety of UWL's School Psychology Class of 2020) who presented at the 2020 NASP Convention in Baltimore. *Beginning in the back row, from left to right: Joel Delwiche, Courtney O'Brien, Kayla Scheevel, Bobbi Jo Loomis, Anthony Bacchi, Ryan Kruser. Front row, left to right: Ashley Haut, Katie Fischer, Theresa Maurer, Melissa Brant, Jenna Sether, and Jordan Jozefacki.*

NASP 2020 Sessions

February 18-21, 2020 • Baltimore, MD

Bacchi, Anthony J., *Child and Adolescent Perspectives on Relationships with Teacher and Caregivers*

This project aims to examine differences in child and adolescent perceptions of student-teacher relationships from an attachment theory perspective. Students' experiences within their caregiver-child relationships can predict their expectations and future interactions within student teacher relationships. The current study looks at students' perceived relationships with their primary caregivers and favorite teachers to assess similarities and differences between fifth and eighth students and how we can better foster positive relationships with adults.

Brant, Melissa M., *Physical Activity: The Impact on Mental Wellness in Adolescence*

As need for mental wellness increases, it is important that schools have resources to support students. One way that school psychologists can promote students' mental health is by investigating the positive effects of physical activity. This study investigates the predictive relationship of physical activity, on general life satisfaction. With this knowledge, schools may be able to incorporate physical activity into mental health interventions. Purpose: To determine if there was a predictive relationship between physical activity to overall life satisfaction.

Delwiche, Joel C., *Impact of Trauma Training on Preservice Teachers' Knowledge and Attitudes*

Childhood trauma is associated with many negative consequences that impact a child in the classroom. While many current teachers receive trauma-informed care (TIC) training, it may be more beneficial to provide this training to preservice teachers. The purpose of this study is to examine the impact of TIC training on preservice teachers' knowledge and attitudes towards TIC. The implications for school psychologists' roles as consultants will be discussed.



At NASP 2020: Joel Delwiche ('20), Ryan Kruser ('20), & Anthony Bacchi ('20)

Fischer, Katie G., *School-Based Anxiety Interventions: Support Begins with the Adults*

The steps schools are taking to implement mental health interventions are valuable and encouraging. Still, schools must understand caregiver perspectives regarding school-based interventions, as youth rely on adult help to access services. This study investigated how caregivers' perceptions of their adolescent's anxiety, along with socioeconomic status, impact acceptability of school-based anxiety interventions. Findings address school psychologists' understanding of caregiver attitudes regarding interventions, therefore suggesting improvements in family-school collaboration to increase student utilization of services.

Ashley V. Haut, *Brief Coping Cat: Intervention Effectiveness for Students and Anxiety*

Anxiety disorders are the most prevalent mental health conditions among children (NAMI, 2019). The purpose of this study is to analyze the impact of the Brief Coping Cat intervention on students with varying levels of anxiety symptoms. This research will further support the role of school psychologists in advocating for and implementing mental health interventions in the school.

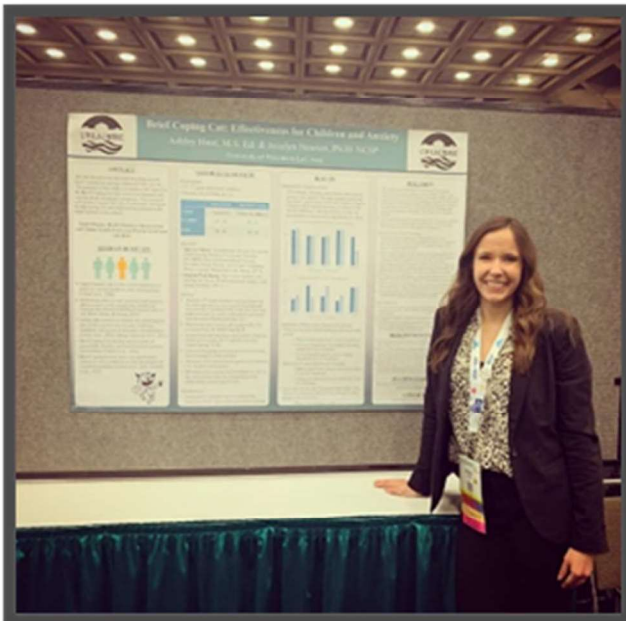
(“NASP 2020 Sessions” continued from p. 8)

Jozefacki, Jordan R. *Sense of Belonging: Impacts on Well-Being for Students of Color*

This project aims to examine differences in child and adolescent perceptions of student-teacher relationships from an attachment theory perspective. Students’ experiences within their caregiver-child relationships can predict their expectations and future interactions within student teacher relationships. The current study looks at students’ perceived relationships with their primary caregivers and favorite teachers to assess similarities and differences between fifth and eighth students and how we can better foster positive relationships with adults.

Kruser, Ryan J., *The Impact of Children’s Mental Health Training on Paraprofessionals*

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(Lloyd) O’Brien, Courtney A., *Professional Development: The Key Ingredient for Mental Health Literacy*

Childhood trauma is associated with many negative consequences that impact a child in the classroom. While many current teachers receive trauma-informed care (TIC) training, it may be more beneficial to provide this training to preservice teachers. The purpose of this study is to examine the impact of TIC training on preservice teachers’ knowledge and attitudes towards TIC. The implications for school psychologists’ roles as consultants will be discussed.

Loomis, Bobbi Jo A., *Are You an Ally? School Psychologists’ Support of LGBTQ Students*

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Maurer, Theresa M., *Mindfulness and Our Youth:*

Examining Differences Among Gender and Trauma

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Ashley Haut ('20) with her research poster at NASP 2020

(“NASP 2020 Sessions” continued from p. 9)

Scheevel, Kayla J., *Professional Development: Effects of Mandated Training on Teachers’ Perceived Competency*

Teaching is an ever-changing profession with fluctuations in laws, policies, and even student demographics impacting daily instructional practices. It is widely accepted that professional development can promote improvements in teaching. The purpose of this study is to replicate the 2006 APA Teacher Needs Survey to evaluate teachers’ perceived competence in four areas (i.e., classroom management, instruction, diversity, and communication) and compare perceptions between mandated professional development (MN) and a state that provides a lifetime license (WI).

Sether, Jenna A., *The Impact of a School-Wide Calming Space on Teacher Self-Efficacy*

Many students are exposed to trauma, impacting their ability to self-regulate. Teachers who do not feel equipped to manage challenging behaviors experience decreased teaching efficacy. In an effort to shift to trauma-informed practices, one school implemented a schoolwide calming space as a place for students to regulate their behavior. This study examines the effects of a schoolwide calming space on teachers’ self-efficacy. Results will inform school psychologists of the impact of this positive behavior support.

Intern Job Placements for 2020-21 School Year

Anthony Bacchi – Milwaukee Public Schools, Milwaukee, WI

Melissa Brant – Monroe School District, Monroe, WI

Joel Delwiche – Green Bay Area Public School District, Green Bay, WI

Katie Fischer – New Century School & Verona Area International School, Verona, WI

Ashley Haut – Muskego-Norway School District, Muskego, WI

Jordan Jozefacki – Milwaukee Public School District, Milwaukee, WI

Ryan Kruser – Madison Metropolitan School District, Madison, WI

Bobbi Jo Loomis – Hiawatha Valley Education District, Spring Grove, MN

Theresa Maurer – Adams 12 (Eagle View Elementary), Thornton, CO

Courtney O’Brien – Horicon School District, Horicon, WI

Kayla Scheevel – New Prague Area Schools, New Prague, MN

Jenna Sether – Unified School District of De Pere, De Pere, WI

Working from Home in the Wake of COVID-19

by Addy Green & Fellow Members of UWL School Psychology Class of 2019

On March 13th, our world shifted significantly. Due to the growing fears of COVID-19 across the state and country, Governor Evers issued an order closing schools effective Wednesday, March 18th with an anticipated reopening on April 6th. On March 17th, schools were closed indefinitely. On April 16th, schools were closed for the remainder of the year.

To say we are living in an unprecedented time is an understatement. Our personal and work lives have changed dramatically. We have become work-from-home school psychologists during our first year in the field, and we have had to quickly adapt our practices to this strange, new reality. The transition has not been easy, but several things have helped us through it. We received timely guidance from NASP and other educational associations such as DPI. Talking with other school psychologists in our district, current interns, and former practicum supervisors also helped ease our anxiety regarding the next steps for timelines on evaluations and IEPs as well as for providing virtual services for our students. Setting a new schedule to maintain a sense of consistency in our lives has been paramount, which includes taking time to engage in activities that we enjoy. Additionally, maintaining contact with our students virtually has helped to provide us with a sense of normalcy.

Although we have found many things helpful, there are certainly many challenges to working remotely. First, getting in contact with students and parents has not always been easy, especially those with technology barriers. Many of our districts had to troubleshoot this situation and have offered devices and hotspots to families during this time so they can access virtual learning tools. Second, facilitating virtual meetings is

not the same as facilitating in-person meetings, to say the least. However, as we have facilitated more and more of them it has become easier. Third, separating our “work” and “home” lives has been a challenge since we are always “home.” Sometimes it’s hard to fully shut down and put the work away. Finally, we have found difficulty in some of the emotions we are experiencing. Many of us feel uncertain about the return to school and what needs may present themselves. Some of us also feel as if we’re not doing enough from home - like our work is never done. Despite these challenges, we have learned to cope with our new normal. We have learned the importance of relying on one another for support, being flexible, and being patient with ourselves and our students and families. No one family is in the same place as another. Some students are thriving during virtual learning and others are just surviving. We have learned to do our best in supporting students and



Class of 2019

(From Back, L-R): Will Vogt, Anna Hamer, Alicia Olsen; Victoria Klaas, Alyssa Anderson, Addy Green; Erin Graff, Hannah Picel, Mikayla Mlsna; Sam McGarvey, Ashley Schuh, Lindsey Bucki

(Green et al., "Working from Home..." continued from p.11)



Some of the 2019-20 Interns.
(L to R:) Erin (Kahnke) Graff,
Hannah Picel, Anna Hamer,
Samantha McGarvey, Addy Green,
Lindsey Bucki, Alicia Olsen, Alyssa
Anderson, and Mikayla Mlsna

families in whatever they may need. Finally, we've learned how deep the inequities of our education system reach. This situation has illuminated what challenges families face on a regular basis. Many families do not have access to the internet or technology, many students have parents who work multiple jobs or second or third shift and are unable to help them with their homework, and some family members are suffering from mental health issues themselves which makes it difficult to even think about assuming the new role of teacher. Every family is different and every family is doing the best they can. And as school psychologists, we are going to be there to support students, families, and teachers no matter what the need may be and no matter the circumstance.

Psyched to be Champions

by Joel Delwiche, Class of 2020

After disappointing season-ending losses the past three semesters, "We'll Psych You Out" finally earned intramural basketball championship t-shirts. Utilizing our expertise in data-based decision making, we lit up the scoreboard with our high-percentage shots. Likewise, our collaborative team defense suffocated opposing offenses and helped contribute to the undefeated season.

When asked about the best part of being a student in UWL's School Psychology program, most students would say the relationships formed with classmates. Our



SPY intramural basketball team, "We'll Psych You Out."
Back row, L to R: Courtney's husband, Cole; Anthony Bacchi ('20); Melissa Brant ('20); Hailey Wierzba ('21); Chase Miller ('21); Courtney (Loomis) O'Brien ('20); Nic DeKeyser ('21); Sierra Caine ('20). Front row, L to R: Ryan Kruser ('20) and Joel Delwiche ('20)



2019 SPY intramural softball team.

Back row, L to R: Will Vogt ('19); Joel Delwiche ('20); Ryan Kruser ('20); Anthony Bacchi ('20); Victoria Klaas ('19); Melissa Brant ('20). Front Row, L to R: Sam McGarvey ('19); Alyssa Anderson ('19); Lindsey Bucki ('19); Addy Green ('19); Ashley Schuh ('19); Katie Fischer ('20)

professors continually stress the importance of self-care and, as a result, students plan a variety of fun activities outside of our home base at Graff Main Hall, including bowling, bonfires, and occasional trips downtown. One of the most beneficial activities has been intramural sports which has helped students stay active while providing opportunities for first- and second-year students to spend time together. Hopefully, this will be an ongoing tradition in the School Psychology program and additional championship t-shirts will be earned in the future.

Announcing a New Scholarship!

In honor of longtime director Dr. Bob Arthur, his estate established a new scholarship for students: the “Dr. Robert Arthur Endowed Scholarship in School Psychology.” Applicants must be enrolled as a graduate student in school psychology. In addition, applicants must complete a statement on when and why they became interested in school psychology as well as how this scholarship will positively affect their education. This new scholarship follows the establishment of the “Jay and Janet Fulkerson School Psychology Scholarship Fund Agreement” two years ago. We appreciate this visionary support for our school psychology students. Applications to either scholarship are due by June 15, 2020.

Back in the Saddle – Professional Reassignment Rides Again!

by Rob Dixon

As many of you know, I was tapped to be the external Department Chair for Philosophy and then for Art. This time as an administrator was great, especially with some of the system-level changes I was able to help create to bring renewed strength and vitality to both departments. After five years across the two departments, I did feel a little disconnected from school psychology practice. When my time to do a professional reassignment came up, I knew I wanted to be back in the schools and take on the role of a school psychologist. I was fortunate to find that spot, with the help of former School Psychology Alum Aimee Zabrowski, to be the school psychologist in La Crosse School District. I was assigned to 7 Rivers Community High School and La Crosse Design Institute (middle school). When I started in school psychology (way back when), I came into the field with a master’s degree in counseling and always seemed to have to fight to provide mental health services. What a drastic change this year when the only role the principal and the staff wanted me to have was to address student mental health needs. I did this through large group counseling as well as individual and small group work. Rather than stick to just the fall semester, I extended my time into the spring semester because I did not want to leave the school in the lurch. Little did I know COVID-19 would be on the horizon and be so disruptive in the Spring. With public schools cancelled, and the teachers putting their work online through google classroom, I decided I would follow suite and created “Dr. Dixon’s Space.” Without direct contact from students – in fact it was initially discouraged even to do virtual sessions; I turned to 5-minute mental health videos on various topics with a quiz at the end. While it has not been as rewarding as the face to face interactions, I was pleasantly pleased to see some students embrace this technology and really share through the open-ended questions posed on the quiz. Of course, I am concerned about the kids we have not been able to connect with who have become “missing” both with teachers and myself. I am also concerned with what the fall will bring. I know many of the students faced significant struggles with the challenges of being “Safer at Home” creating interesting dynamics at home and in the community. While my time with the district is wrapping up, I really appreciated my time in the schools to re-discover school psychology and connect with students again. Many of the lessons I learned will become the lessons I use at UWL when I’m teaching students about school psychology.

A Transition in Tales

by Taylor Wirkus

For UWL's school psychology (SPY) program, the 2019-20 academic year brought many changes and transitions. In addition to losing its normative mode of operation to a global pandemic, the program lost two of its most beloved and longstanding members to retirement, Dr. Betty DeBoer and Teresa Znidarsich (a.k.a. "TZ"). Jenna Sether, a second-year student, has written a wonderful article about Dr. DeBoer's departure and contributions to the program on page 22 of this newsletter. Addy Green and her fellow interns, all of whom will be graduating this month, wrote about the impact of COVID-19 on their work and the children and families they serve (see page 9). Which leaves only the incomparable TZ... and me, Taylor Wirkus, TZ's successor. Below, I will briefly introduce myself and then provide an update on how TZ is doing post-retirement.

Transitioning In: Taylor Wirkus

I was born and raised in La Crosse (fun fact: TZ's youngest son, Tim, and I were in the same graduating class at La Crosse Central High School!). In addition to earning my undergraduate degree in psychology from UWL, I was awarded a Master of Arts degree in Counseling Psychology with a Post-Graduate Certificate in Family Therapy from the University of St. Thomas in the Twin Cities. For the last five years I worked in outpatient and/or school-based community mental health in Minnesota and Montana.

Prior to joining the SPY team in mid-November 2019, I moved back to La Crosse with my two dogs and one cat (all tightly packed in one very small Ford Focus) to be closer to family and take a hiatus from community health for a while. Though I continue to have a passion for psychology and serving others, my hope was to find a job in a higher education setting where I could use my skills and experience in a new way. The SPY program assistant position has been exactly that.

It was the combination of opportunities I'd been looking for that drew me in, but it's been the school psych students that have made me want to stay every day since. I'm continually amazed by their kindness, thoughtfulness, and passion for helping kids and families. I'm proud and grateful to work with them and you.

Please continue to send us updates on *your* transitions by emailing me at schoolpsychology@uwlax.edu or twirkus2@uwlax.edu. I also encourage you to reach out to me anytime to ask questions, offer suggestions, or just to introduce yourself. I would be happy to hear from you!



Taylor's Pomeranian, Linus, poses with his ball.

Taylor's dogs, Luna and Linus, on a hike in the Absaroka Mountains - Paradise Valley, MT



Taylor's cat, Lili, and Bernese Mountain Dog, Luna.

(Wirkus, "A Transition in Tales," continued from pg. 14)

Transitioning Out: Teresa Znidarsich

TZ was kind enough to give me an update on her life in retirement. Initially, she was enjoying her newfound time by engaging in activities she loves: reading, quilting, and visiting with her kids and grandkids. Like the rest of us, however, life changed in the wake of COVID-19 and the subsequent stay-at-home orders. The loss of so many lives and the separation from her family and church community have been hard for her.

Then, sadly, on April 9th, her mother passed away at the age of 96.

Though the degree of loss she has been experiencing is difficult to imagine, she seems to have found ways to cope and continue forward in true TZ-fashion. She's been helping others by sewing and donating over 200+ masks for those on the frontlines of this battle against the pandemic. On Sundays, she goes for drives with her husband, Joe, just "like in the olden days." TZ has also continued to work on projects she loves: making quilts for her kids (pictured here), gardening, and doing yardwork.

I'm happy to report that she is still cancer-free. Right now, she is tentatively making plans for when the stay-at-home orders are lifted. In August, she is hoping to have a funeral celebration for her mom. TZ also says she is looking forward to doing some traveling and getting to spend time with her children and grandchildren in-person again. Though she misses the current students, alumni, and faculty, she does love not having to wake up in the mornings!

TZ would love to keep hearing from all of you! Please email her new address, tznidarsich@eagle.uwlax.edu, with updates on you and your family.



(Above) TZ's current project. A 9-patch quilt, "where the 9 patch is 1 ½ square inch."



(Left) TZ recently finished this Double Irish Chain quilt. She made it for one of her kids as a Christmas gift!

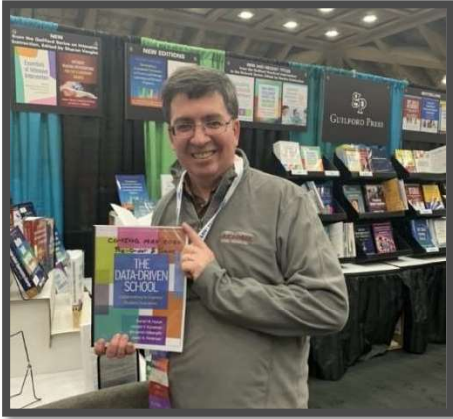


(Left & Right) TZ also recently completed these two quilts. She's been busy!



Professional Practice-Revised Edition: My Semester in Early Childhood

by Dr. Dan Hyson



SPY faculty, Dr. Dan Hyson, poses with the book he co-authored, The Data-Driven School: Collaborating to Improve Student Outcomes. As it says on the cover, the book hit the shelves May 2020!

Back in January—which seems like way more than five months ago at the time I am writing this given all that has happened in the world since—I had a plan for how I would spend my Professional Practice Reassigned Time in Spring 2020. That was Professional Practice, the original edition. After the COVID-19 pandemic resulted in schools being closed, I had to change those plans significantly, of course. That was Professional Practice-Revised (think WISC-R for those old enough to remember that early version of the Wechsler Scales).

The original edition of the plan had called for me to spend one day each week for the entire semester working with the preschool program housed in Goodview Elementary in Winona, MN. I chose this setting, because, in my 13 years of experience as a practicing school psychologist prior to coming to the University of Wisconsin-La Crosse (UWL), I had never worked in an early childhood setting. I saw the hands-on experience conducting Early Childhood Special Education (ECSE) assessments that I would gain through this Professional

Practice Reassignment as having the potential to help me to improve my university supervision of UWL school psychology graduate students completing their practica in early childhood settings, as well as assist me in integrating early childhood examples into the course I teach on the Assessment of Personality and EBD (PSY 759).

Prior to schools closing in mid-March, I was able to make some progress on this original plan. I became involved with two ECSE assessment cases, both involving students receiving Developmental Delay (DD) services who were being re-evaluated to determine if they would still meet special education criteria after they turned 7 (the ECSE age cutoff in Minnesota). One of these cases was with a student being served through Head Start whose primary concerns were in the areas of communication and behavior, while the other was with a student attending the preschool program at Goodview Elementary whose main needs fell more within the cognitive and adaptive domains. While I was not able to complete all elements of my parts of the assessment plans we had developed for each of these students prior to schools closing, I was able to engage in some new practices that increased my understanding of the early childhood role of the school psychologist.

For example, I was able to conduct an observation of each student within the early childhood classroom setting. This was a setting I had only observed in a few times before in my experience as a practicing school psychologist, as part of evaluations of students transitioning from early childhood to Kindergarten. I had never observed in a Head Start classroom like the one my first case was enrolled in. In the Head Start case, I got the opportunity to practice using the Antecedent-

(Hyson, “*Professional Practice...*” continued from p. 16)
-Behavior-Consequence (ABC) structured observation technique for the first time with an early childhood case. Not only was this a unique experience because of the age level of the child, but it was also unique because I needed to observe interactions between the child and multiple adults, since several paraprofessionals were also present in the classroom, as is often the case in preschool settings. In my other case, I used a new structured observation technique that prompts the observer to watch for the level of support a student needs to complete tasks addressing each of eight areas (e.g., cognitive, academic, adaptive, etc.). This was especially helpful in determining whether the student met the Minnesota criteria for a Developmental Cognitive Disability (DCD) and which types of supports he would require. I plan to integrate these lessons into my work supervising UWL practicum students with placements in early childhood settings and into my discussion of early childhood observations within my course on assessing students with emotional/behavioral needs.

My previous job prior to joining the UWL school psychology program faculty in 2014 had been Data Management Coordinator for Hiawatha Valley Education District (HVED) serving a cooperative of school districts in southeast Minnesota. Since Winona had at one point been one of the districts served by HVED, Winona school psychologists were aware of my experience in the area of data-driven decision making. As a result, they invited me prior to COVID-19 to join them for Professional Learning Community (PLC) meetings they were having to discuss their special education data. Specifically, they were charged with identifying potential reasons why the percent of students receiving special education in Winona was significantly above the state average. Further examination of the data identified specific eligibility

categories that seemed to be accounting for the majority of the difference, including DD and Specific Learning Disability (SLD). Additional discussion, as well as consultation with Minnesota districts similar in some demographics, but different in their percent of students receiving special education, led the group to the conclusion that the district may need to revisit its implementation of Multi-Tiered Systems of Support (MTSS) and dive more deeply into its race/ethnicity data to determine whether students with marginalized identities are being disproportionately found eligible for special education services. One of my research advisees may have the opportunity to continue working with the PLC in examining these data for her capstone research project.

In mid-March, everything changed—as I know it did for many others, not just in schools. While I was still able to work on writing up and preparing to virtually present to parents the results of the two cases I had been working on, I was not able to continue any face-to-face assessment associated with the cases, much less start and complete the third case I had been planning on conducting. Instead, I decided to seek out opportunities for online professional development to continue to grow my knowledge base in this area of school psychology with which I had such limited experience prior to this semester. But there was so much to learn and so much information available. I didn’t know where to start.

Being a child at heart, I decided to call my mom for help. I should explain: My mother has worked for many years as a child development and early childhood education scholar, public policy advocate and consultant. I saw this as an opportunity not only to get guidance from someone intimately familiar with the field of early childhood, but also to continue to connect with my mom during the pandemic. We decided to schedule weekly

(Hyson, “*Professional Practice...*” continued from p. 17)
Zoom calls on Thursday evenings to talk early childhood. Prior to each call, she emailed me with documents and/or videos to check out on websites associated with prominent early childhood associations or university programs. We would then discuss what I had viewed during our calls. Among the websites she pointed me to were the sites for the Division of Early Childhood of the Council on Exceptional Children, the National Association for the Education of Young Children and the Frank Porter Graham Center at the University of North Carolina-Chapel Hill. One of the things that became most clear from my perusal of these websites was the critical emphasis on the quality of teacher-student interactions in early childhood. This is an area that is already a primary focus of my research at the K-3 level and a common ingredient in my lectures with graduate students. What I have learned from these websites and my discussions with my mom will allow me to expand my discussion of these concepts to early childhood in my scholarship and teaching, highlighting similarities and differences in what quality interactions look like at different developmental levels.

Speaking of which, COVID-19 also provided me with a once-in-a-lifetime opportunity to virtually attend a conference on teacher-student interactions that I had always wanted to participate in face-to-face but had never been able to find the time or funding to attend: the InterAct Classroom Assessment Scoring System (CLASS) Summit. It is sponsored by Teachstone, the provider of the CLASS, a teacher-student interaction observation tool I am trained and certified to use in my research. Due to the pandemic, the conference was moved online, the registration fee was greatly reduced, and participants were permitted not only to attend sessions live, but to also

watch recordings afterwards of any session they were unable to attend live for any reason. The sessions I had viewed at the time this article was written have prompted me to expand my focus in assessing teacher-student interactions to better address equity issues and to consider the role of adult-student interactions in other settings beyond the traditional classroom, including on the bus and in interactions between children and their athletic coaches.

As we all know, it is always challenging to transition from one edition to the next—be they editions of an IQ test or a Professional Practice Reassigned Time plan. Once we adjust to the transition, however, we often realize that there are many benefits to the change as well. Like I noted above, that was certainly true for me, too. The changes in my plan associated with the school closures opened up some opportunities that I believe will allow me to improve the ways in which I teach graduate students at UWL—plus I got to talk to my mom more!



Dr. Dan Hyson, School Psychology Faculty

Systems Change: Strategic Planning Efforts at UWL

by Dr. Joci Newton

School psychologists have a diverse array of skills that can often be helpful in systems-level change. Specifically, we are trained to analyze data to reveal patterns, while using our skills to preserve and promote interpersonal connections. As a School Psychology faculty member, I have had a few opportunities to use these skills to enact positive change on our UWL campus. Most recently, beginning in Fall of 2018, I was asked to chair the UWL School of Education's strategic planning team.

What is the School of Education at UWL? Before I delve into my responsibilities with this project, I'd first like to describe the relevant organizational structure at UWL. The UWL school psychology program is embedded under a few different administrative offices. One of those administrative constituents is the School of Education, Professional, and Continuing Education (subsequently referred to as SoE). SoE consists of administrators, instructors/faculty, non-instructional academic staff (assessment coordinators, equity liaisons, certification officers, etc.), cooperating educators from various local school districts (our practicum supervisors are in this category), and students! Clearly, this is a diverse group of people who all work together with the shared goal of preparing high quality future educators.

What is Strategic Planning? For me, the term "strategic planning" seems like a concept that is strictly relegated to the business or corporate world. However, educational institutions can benefit from and have been engaging in this process for many years. Educational strategic planning allows an educational unit to first and foremost listen to and collaborate with all identified constituents and stakeholders. Doing so allows a diverse group of people to unify through the identification of the core

mission and values that guide work. Regularly re-visiting this process (typically every 3- to 5-years) allows for efficiency and improved outcomes, system-wide.

What process did we use for Strategic Planning at UWL SoE? To this point, we have engaged in three phases, as described below:

1. Data Collection Phase (January 2019-August 2019). Beginning in Spring 2019, I led the data collection process of EPC stakeholders, including UWL faculty/students/staff and cooperating teachers and administrators from the region. We collected data through two methodologies: 1) survey data collection and 2) 18 focus groups. Our primary framework for data collection was to conduct a broad SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for the SoE.
2. Selecting Key Themes: During the summer of 2019, SoE engaged with an external consultant to identify key themes in the data. What emerged was a general theme of directing SoE to more transparently reflect values of democracy, inclusiveness, respect, and justice. In Fall 2019, SoE faculty and staff narrowed this down to the primary goal of Improving Workplace Climate.
3. Writing the Plan (Spring 2020): In January 2020, we identified four components of Improving Workplace Climate that represent themes from the data analysis: Diversity, Addressing Climate Collectively, Policies and Procedures, and Resources. We formed teams of faculty and staff to work in these groups, called "theme teams." Each of these four groups is developing an action plan for their content area, informed by the Education

(Newton, “Systems Change...” continued from p. 19)
Deans for Justice and Equity (EDJE) framework for improving institutional climate.

Where is the process now? Strategic planning work, particularly for improving workplace climate, is an intense and demanding process. The theme teams made fantastic process from January 2020-March 2020 when UWL had to close for the COVID-19 pandemic. After consulting with Dean Wycoff-Horn and the team members engaged in this work, we decided to pause our work until we can meet in person again this fall. I am looking forward to resuming my work in this leadership role (as well as being with my students in-person) again in the fall!



Dr. Joci Newton, School Psychology Faculty

Do you Shop Online? Give “iGive” a Try!

You can help contribute to students travel to next year’s NASP conference in Salt Lake City, UT and beyond. The UWL School Psychology Program is registered as a cause on iGive.com. This is a fantastic opportunity for us to fundraise for the program and support the student organization which helps to fund the yearly trip to NASP!

WHAT IS iGive?

iGive.com is an online charity portal that connects you with over 900 stores that care about causes around the country. When you shop at these stores through iGive, a portion of each purchase comes back to your cause in the form of a donation check. It is **FREE, FREE, FREE** for you and **FREE, FREE, FREE** for the UWL program, and you pay the same as you would normally – You spend nothing extra!

WHAT STORES PARTICIPATE?

Merchants of every kind are members. Some stores include Staples, Macys, Best Buy, 1-800-Flowers, Barnes and Noble, Amazon, Radio Shack, the Apple Store, William Sonoma, and many hotel chains!

HOW DOES IT WORK?

1. Register for a free account (an automatic \$5 donation will be made to us by iGive because you are a new shopper).
2. Choose UWL School Psychology Program as your cause.
3. During registration you will install the iGive program, and the shortcut button which allows your browser to automatically recognize when you are shopping at a participating store.
4. Shop like you normally do! If the store is a participant, then a contribution will be made to us on your behalf. You spend nothing extra and UWL gets a percentage of the amount you just spent.

GET STARTED TODAY! Go to www.igive.com to sign up and select **UWL School Psychology** program as your cause—then start shopping! Tell your family and friends to do the same!

Thank you !!

Lessons Learned: One School's Journey Towards Becoming Trauma-Informed

by Dr. Betty DeBoer

As I am finishing out my last weeks at UWL and at Northside Elementary School before I start my new life as a retiree, I realize that the past few years have given my career closure. After teaching about trauma informed care (TIC) for many years, I had the privilege of consulting with Northside Elementary School in La Crosse on their journey to becoming more trauma-informed...and I was lucky enough to bring undergraduate and graduate students on this journey with me. My hope is that this article will serve as a potential rough guide for other schools that want to become more trauma informed. For a more comprehensive explanation of my collaboration, please refer to my 2020 chapter titled, "Increasing Trauma-informed Practices in a High Poverty Elementary School: A school, University and Community Partnership" by Betty DeBoer and Alyssa Boardman in *Alleviating the Educational Impact of Adverse Childhood Experiences*. This volume is in the series: [Current Perspectives on School/University/Community Research](#) and was edited by R. Martin Reardon and Jack Leonard.

Please keep in mind, that there was very little written on how to help a school become trauma informed when I started. As you might expect, I grounded my TIC work in theory and what little was being proposed as "best practices." In virtually all of my work with TIC, I stayed true to the ARC framework (Blaustein & Kinniburgh, 2010) that focuses on supporting the child's attachment, regulation and competency.

In the 2016-2017 school year, Ms. Chris Nelson and I coordinated monthly half-day trainings for all the school psychologists, counselors, social workers, and nurses, and



Dr. Betty DeBoer, School Psychology

administrators in the district across the school year. We wanted to demonstrate the relevance of TIC, that TIC is not an educational fad, and that other agencies were also adopting TIC practices. To accomplish these goals, we invited representatives from a local clinic, the YMCA mental health coordinator, and a county social worker to present or co-present with us along the line. This training series was intended to provide participants with the base knowledge they needed to take the information back to their buildings and to better support their own teachers and students. After presenting on the impact of trauma on students, Adverse Childhood Experiences (ACES), and the need for TIC during the first training, the participants worked in school teams to rate where their schools were in terms of TIC practices. The remaining presentations focused on how to apply the ARC framework in schools. We incorporated mindfulness activities, school group discussions, whole group discussions and hands-on activities throughout the presentations. At the end of that year, participants

(DeBoer, "Lessons Learned..." continued from p. 21) completed the ratings again. My undergraduate students and I collated the data and made individualized recommendations for the next steps for each school. At the same time, the counselor and principal at Northside Elementary invited Chris Nelson and me to present to their teachers and eventually worked out an arrangement for me to consult one day a week for what ended up being the upcoming three years (2017-2020).

The goals of my first year at Northside Elementary were to establish relationships, complete a comprehensive needs assessment to determine what Northside was already doing well and what they could do to become more trauma informed, and provide TIC training. Northside was already participating in the DPI's mental health grant and I felt my job was to support that collaboration as much as possible along the way. At the same time, we were ready to move faster and initiate additional efforts. The principal and I read books and articles about school reform in Chicago and on becoming a TIC school to ensure we had a common understanding of what to expect. We established a Trauma Informed School Leadership team with regular education classroom and specials teachers, special education teachers, the principal and dean of students, the school psychologist and counselor, the cultural liaisons, a parent, and the ELL teacher. I met with community stakeholders to learn how they are currently supporting our families to assess needs and avoid duplicating services; carefully reviewed current policies and procedures to understand the school rules especially surrounding discipline; reviewed recent testing and survey results from the District, school, DPI grant, and Gallup poll to understand the climate, achievement, and perceptions of teachers, students and parents and to avoid surveying on something that was already recently well assessed; and we talked to teachers, administrators

and staff about their experiences and perceptions. I used this "data" to select the spring professional development topics and the survey and interview questions. My students and I then surveyed and/or interviewed all students, teachers, paraprofessionals, bus drivers, nutrition staff, office staff, administrators, and pupil services providers. We then collated the data and made confidential, data-based recommendations that were specific to individuals or groups. We made recommendations for the principal, dean of students, counselors, school psychologist, PBIS team, office staff, teachers, and future community school coordinator. We did not make recommendations directly to the bus drivers and nutritionist, but we used their input to inform the recommendations to others.

The second year, Northside Elementary implemented major changes that were consistent with our recommendations. First, administrators greatly changed how the time before school, recess, and lunch were structured and supervised. Second, administrators hired additional paraprofessionals and staffed a new Zones of Regulation room where students in the "Yellow Zone" could go to calm or get in the "Green Zone" and then return to class. Consistent with the ARC model, the Zones of Regulation Room served as an opportunity for students to develop healthy attachments to the staff there, learn to regulate their emotions, and develop additional competencies. Third, my graduate students, Will Vogt, Ryan Kruser and I provided training for the paraprofessionals on playground supervision and on trauma-informed behavior management.

The third and final year was focused on sustainability. I spent my time finessing changes that were made the year prior, continuing paraprofessional trainings, participating in the behavior problem solving teams, and developing training videos for new staff. We finessed the

(DeBoer, "Lessons Learned..." continued from p. 22)

Zones of Regulation room procedures and graduate student, Jenna Sether, trained the entire staff on how to implement the revised procedures in the classroom and in the Zones of Regulation room. My graduate students Ryan Kruser, Joel Delwiche and I trained paraprofessionals on how to support students with anxiety; how to support students with rage; how to support students with ADHD and depression; and trauma-informed teaching strategies. The final virtual paraprofessional training series will be a book study on "Reaching and Teaching Children who Hurt" by Susan Craig. The school psychologist and UWL alumna, Leah Braunschweig, and I worked to ensure that the behavior problem solving team was attending to the attachment relationships, regulation and competency of students who were brought forward. I will develop separate training

videos on TIC for incoming teachers and paraprofessionals to ensure that they can join Northside's efforts in continuing their mission to remain trauma informed. Finally, a quick shout out to some other key students who assisted in my TIC work. Thank you to Kayla Fleck, Hailey Wierzba, Morgan Barber, Lauren Steinhoff, and dozens of other students who dedicated their time to making this journey a success.

Thank you to all current and former UWL graduate students for all you have done...and for all you will yet do to support your students. I hope to cross paths with you in the future. Feel free to contact me at my new email address: bdeboer@eagle.uwlax.edu



Megan Rasmussen ('18), Kate Flynn ('18), Dr. DeBoer, Morgan Schilz ('18) - submitted by Kate Flynn & Morgan Schilz

Dr. DeBoer's Retirement

by Jenna Sether

As she approaches her retirement at the end of this academic year, I am delighted to recognize Dr. Betty DeBoer for her 23 years of contributions to the UWL School Psychology Program. When she started with the program in 1997, Dr. DeBoer was an attractive candidate given her work with children with complex developmental disabilities and Autism, early childhood populations, and her work with UW-Madison's Tom Kratochwill – a guru in consultation models. Dr. DeBoer used her expertise in these areas to improve the scope and sequence of the program. Early on, she advocated for more training for students in working with early childhood populations, which eventually led to the addition of an early childhood assessment course, one of the first in the UW Systems schools. Her passion for working with students with developmental disabilities also led to her connection with Chileda, a local residential facility that services students with severe and multiple disabilities. Knowing the value that being exposed to students with high needs would have for UWL graduate students, Dr. DeBoer worked with Chileda to organize opportunities for students to tour and learn about the facility. Over the next several years, this partnership evolved to where students consult with teachers to develop interventions for students at Chileda across 2 semesters. It is these early, hands-on applied experiences that continue to draw students to the UWL School Psychology Program.

In the latter half of her career with UWL, Dr. DeBoer specialized more heavily in the areas of trauma, suicide, and crisis response. As an increasing number of students accepted positions in areas with high needs populations, Dr. DeBoer recognized the need to better prepare students for working with diverse populations and with

youth living with poverty and trauma. As a result, she integrated these topics into her courses and advocated for more graduate training in counseling to address school psychologists' continually increasing role providing direct services to support students' mental health needs. Dr. DeBoer's knowledge and skills in working with high needs populations also led to her consultation with several surrounding school districts to support their efforts in responding to these needs. Through her work with local schools, Dr. DeBoer not only benefited the community, but worked to create high impact opportunities for graduate students, as well. She helped connect several graduate students with schools where they conducted meaningful capstone projects such as evaluating mindfulness practices in schools and conducting program evaluations for outdoor education programs and reading programs. Most recently, Dr. DeBoer was contracted for two years to consult with a local elementary school to aid in the school's efforts in becoming trauma-informed. This contract was extended for a third year given the extensive impact of her work. Through the entire process of her work in the school, Dr. DeBoer involved UWL students in collecting and analyzing data, creating recommendations, and eventually designing their capstone projects to develop staff trainings and behavioral supports to further the school's trauma-informed care efforts. Dr. DeBoer's care and passion for graduate students is obvious through her continuous efforts to provide us with unique, enriching experiences that allow us to grow as developing school psychologists.

Dr. DeBoer's investment in the field of school psychology spans far beyond the UWL School Psychology Program. Beyond her consultation with local school districts, Dr. DeBoer was highly involved and held leader-

(Sether, "Dr. DeBoer's Retirement" continued from p. 24) ship positions in the Wisconsin School Psychologists Association (WSPA) and the National School Psychologists Association (NASP). As the president of WSPA, Dr. DeBoer honed a focus on mental health, trauma, and school crisis intervention and prevention. She organized more frequent meetings with executive board members as she knew more frequent check-ins would be important to encourage headway towards their goals. Every year during her WSPA presidency, members traveled to speak with legislators at the state capitol to advocate regarding the importance of mental health providers in schools, including school psychologists. One year, a legislator even called Dr. DeBoer to ask her advice on legislation related to bullying, a testament of the knowledge and dedication that shines through her as an advocate for best practices. During her time on the board of WSPA, Dr. DeBoer was also a regional representative for the central region of NASP, where she served as a liaison between NASP leaders and state leaders in this region. Her involvement in NASP helped bring national information back to Wisconsin. Dr. DeBoer also served Wisconsin through her involvement with the Department of Public Instruction (DPI). Dr. DeBoer was invited to join DPI's trauma-sensitive schools work group where she contributed to discussions for how to bring trauma-informed care to Wisconsin schools. This team suggested DPI 1) provide grants to schools and coach them through the process of becoming trauma sensitive, and 2) develop an online trauma sensitive schools toolkit for all schools to be able to access. DPI followed through on both goals and Wisconsin is now considered a leader in trauma sensitive schools. In 2015, when DPI revised the format for functional behavioral assessments, Dr.

DeBoer was asked to assist in vetting these materials to ensure they were trauma-sensitive, to co-create trainings and to co-present initial DPI trainings on these new materials. Dr. DeBoer was also influential in DPI's decision not to encourage the use of ALICE active shooter training in schools when she, along with a UW-River Falls faculty member, Dr. Scott Woitaszewski, worked to raise red flags for its limited scope and possible negative side effects. Throughout her career, Dr. DeBoer was unwavering in her dedication of time and efforts to promote the best outcomes for students across our state.

Dr. DeBoer's outstanding work as a professor and school psychologist has led to several honors and awards over the years. These include a nomination for the Provost's Teaching Award (2013), nominations by UWL administrators for the UW System Regents Teaching Excellence Award (2017-2018 & 2018-2019), and her winning of the College of Liberal Studies Excellence in Service Award twice (2002, 2015), to name a few. Dr. DeBoer was also recognized for her service as a president of WSPA in 2017 after being on the board of WSPA for 19 years. Although her many accomplishments speak for themselves, evidence of Dr. DeBoer's enormous contributions can also be found in the reflections of students and colleagues. When asked to reflect on their interactions with Dr. DeBoer, "passionate," "dedicated," and "caring," were common words used to describe her. Several students identified that it was her *passion* for school psychology that initially drew them to the field in the first place. Her *dedicated* commitment to their success propelled students to grow in their knowledge and skills. Beyond the classroom, students and faculty described Dr. DeBoer's *caring* and friendly nature and the pleasure of being in her company.

Finally, I want to personally thank Dr. DeBoer for the

(Sether, "Dr. DeBoer's Retirement" continued from p. 25) countless ways she has impacted me as a professional and person. Through my experiences working with Dr. DeBoer on several projects related to trauma-informed care as both an undergraduate and graduate student, I can attest that Dr. DeBoer is truly invested in students' success. Dr. DeBoer provided me and other students with invaluable experiences learning about trauma, presenting at conferences, and working with real school teams to design behavioral supports and provide trainings surrounding best practices in trauma-informed care. Not only did Dr. DeBoer provide us with these experiences, but she dedicated countless hours of mentorship and support to ensure our success. As I approach my first year of internship, I am grateful for Dr. DeBoer's constant support and guidance. Dr. DeBoer has shaped me into an eager school psychologist, increased my confidence, and prepared me to support a diverse range of student needs. Dr. DeBoer has truly been instrumental in my growth and success as a school psychologist and I will miss her dearly.



Dr. Betty DeBoer and former school psychology student, Rachel (Rieden) Maziarka ('14)

*Dr. DeBoer,
on behalf of myself and
the many you have
touched through your
work in the UWL School
Psychology Program, we
wish you well on your
well-deserved retirement!*



Dr. Betty DeBoer and school psychology student, Ashley Schuh ('19), at the NASP Annual Convention in 2019



A screen capture of Dr. Betty DeBoer's last class at UWL meeting for the final time via videoconference • May 8th, 2020

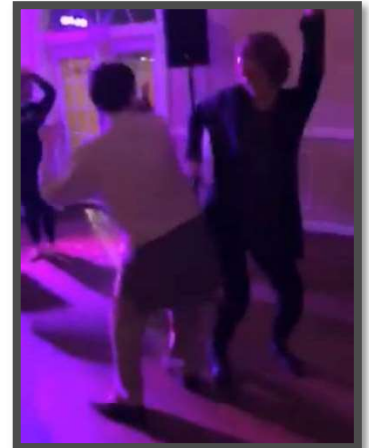
Additional Pictures from Dr. Betty DeBoer's Time at UWL



Drs. Betty DeBoer & Grace Deason
– submitted by Grace Deason



Dr. Betty DeBoer and UWL School Psychology Class of 2007
– submitted by Alissa (Gallagher) Anderson ('07)



Drs. Dan Hyson and Betty DeBoer dancing the night away –
submitted by Dan Hyson



(Left)
Dr. DeBoer with
former SPY
Program Director,
Dr. Milt Dehn –
submitted by
Sheila Binder



Dr. DeBoer and former school psychology
student, Julia Salzman ('13) –
submitted by Julia Salzman

Dr. DeBoer with
fellow faculty
members, Drs. Joci
Newton and Milt
Dehn, and SPY
students from the
Class of 2014 –
submitted by
Megan Galdes ('14)

